

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

Design Foundations

2015

Design Foundations Business Plan FINAL

Fanshawe College

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DESIGN FOUNDATIONS BUSINESS PLAN



Faculty of Arts, Media and Design
FANSHAWE COLLEGE

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STAGE GATE 2

BUSINESS PLAN FOR NEW PROGRAMS

1.0 Program Specifications

Proposed program title: Design Foundations
Proposed credential: <input type="checkbox"/> Local Board Approved Certificate <input type="checkbox"/> Ontario College Graduate Certificate <input checked="" type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Collaborative Degree <input type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Degree <input type="checkbox"/> Ontario College Advanced Diploma
MTCU program code (if it exists): MTCU 41800
MTCU program code comparables:
Proposed Classification of Instructional Program Codes. 50.04.01
Projected four-digit National Occupational Classification Codes (3 maximum): 1. 5241 2. 5242 3. 5243
Identify all deliveries of this or a comparable program that have been or are currently offered at Fanshawe (including CE and/or Regional Campuses): Fine Art Foundation: A one-year certificate program designed to provide basic knowledge and experience in the visual arts. This is year-one of the three-year Fine Art Ontario College Advanced Diploma. This foundation year introduces students to arts and design fundamentals: practical skills, critical thinking and visual vocabulary. Studies include painting, drawing, video, sculpture, photography and art history. Students will develop a portfolio of work in a range of media.
Proposed program launch date: September 2016
Proposed intake(s): <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Other:

Number of students in first intake: 40-60	
Length of program: <ul style="list-style-type: none"> • Number of semesters: 2 • Semester length in weeks: 15 • Total program hours: 600 	
Program delivery	<input checked="" type="checkbox"/> Web-facilitated (face-to-face) <input type="checkbox"/> Blended <input type="checkbox"/> Online <input type="checkbox"/> Fast-track <input type="checkbox"/> Accelerated <input type="checkbox"/> Collaborative <input type="checkbox"/> Weekend <input type="checkbox"/> Other
Co-op program	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <ul style="list-style-type: none"> <input type="checkbox"/> Experiential co-op (required to graduate) <input type="checkbox"/> Mandatory co-op (not required to graduate but fee is mandatory) <input type="checkbox"/> Optional co-op (not required and fee only charged if students opt in)

2.0 Executive Summary

Design Foundations is proposed as a two semester, one year certificate program delivered in existing classrooms, studios and computer labs.

Presently 10 of the 24 colleges in Ontario offer Art & Design Fundamentals certificate programs, which are aimed primarily at providing students with experience in a range of artistic subjects to help them make decisions about further education in an arts related field. Typical Art & Design Fundamentals certificates at other colleges include primarily art courses such as life drawing, painting, sculpture, two-dimensional drawing and portfolio presentation. Conestoga, Humber and Algonquin are the only colleges that offer a certificate program that is specific to design.

This Design Foundations certificate program is intended to provide students with a range of design related skills and knowledge so that they can make choices about future educational opportunities in Design career programs. This foundation year introduces students to the fundamentals of 2D and 3D design principles, drawing and colour theory, idea development, research, presentation skills, portfolio development, design technologies and communication skills.

In addition to providing students with a pathway into a Design career program, the Foundations Certificate provides students who are unsuccessful in their first semester of a career program with a pathway to enter the foundations program in the winter semester and complete a certificate in eight months.

3.0 Academic Programming and Quality Assurance

3.1	Program Vocational Learning Outcomes	→	See Appendix A: Form 1 – Program Vocational Learning Outcomes.
3.2	Essential Employability Skills Learning Outcomes	→	See Appendix A: Form 2 - Essential Employability Skills Outcomes.
3.3	Program Description	→	See Appendix B: Program Description.
3.4	Course Descriptions	→	See Appendix C: Program Curriculum.
3.5	Relationship to Professional or Licensing Bodies	→	See Appendix D: Regulatory Status Form.
3.6	Curriculum Design and Delivery	→	See Appendix E: Curriculum Map - Program VLOs and EESOs.

a) Curriculum Design

1. The Design Foundations program has 7 vocational learning outcomes. Semester 1 has 5 specific courses plus WRIT and semester 2 also has 5 specific courses plus COMM. The mapping of the vocational outcomes demonstrates a good balance between courses and outcomes. Five out of the 8 outcomes have 6 or more courses evaluating the outcome. All of the 12 courses are taught at an introductory level using classroom instruction delivery methods.
2. The Design Foundations curriculum has a high alignment with the essential employability skills. All of the 11 essential employability skills are embedded into the courses. All are taught and evaluated.
3. Both the VLOs and EESOs are appropriate for the target applicant, who is a creative high school student who would benefit from taking this Foundations certificate program to build their skills and portfolio as well as to gain exposure to the various design related fields of study and vocational opportunities.

3.7 Research and Innovation

- a) Describe how research and innovation will be included in the program (Policy 2-B-02).

The college's five year Research Strategic Plan and the five year program review cycle dovetail to support and encourage building a research culture into each of the program areas. The Design Foundations program will be building an introductory level of research into the curriculum, which will then be progressively built on when the students move through their career program.

At the Foundations program level the type of research conducted will be primarily in the career content related courses where students will be involved in projects, for example, that require research into design solutions and creative problem solving. Students will also be introduced to concepts of academic research and writing in their WRIT and COMM courses.

4.0 Fit of Program

4.1 Gap Analysis

This program is similar to other two-semester, one-year Ontario Certificate programs at Fanshawe College in that it is a preparatory introduction to a subject area. The goal of this certificate program is to prepare the students to make informed choices about future educational opportunities in a design career program.

The Design Foundations program is based on the same MTCU code 41800 as our existing Fine Art Foundation program. However, the curriculum and learning outcomes for the Design Foundations program will differ from the Fine Art Foundation program. The Fine Art Foundation program provides a pathway to an early exit from the Fine Art advance diploma program as the two programs share a common first year. The Design Foundations program differs from the Fine Art Foundation program in its curriculum and its relationship to other programs. The curriculum of the Design Foundations program introduces students to the fundamentals of 2D and 3D design principles, drawing and colour theory, idea development, research, presentation skills, portfolio development, design technologies and communication skills so that the student can choose a Design career program appropriate for their interests and skills.

The proposed Design Foundations program 'may' have an impact on enrollment in the General Arts and Science certificate program at the college although that program would generally appeal to students with different characteristics. Design Foundations would appeal to creative, hands-on learners who are exploring career program options in Design, whereas General Arts & Science is more theory based and appropriate for students who are upgrading or exploring a broad range of academic program options.

Currently 10 of the 24 Ontario colleges offer an Art Foundations certificate program. Only 3 of these colleges offer a specific Art & Design Foundations certificate program that has more of a focus on Design.

The 3 colleges are:

1. **Humber College – Design Foundations – Toronto.** "Humber's one-year Design Foundation certificate program gives you the skills to put your creative flair and interest in visual arts into focus as you begin a career in design. Train in professional design with a diverse curriculum that features courses in interior, graphic, packaging and industrial design". (www.humber.ca)

2. **Conestoga College – Design Foundations – Kitchener.** “Design Foundations is a one-year certificate program that provides an excellent stepping stone into the fields of applied design and communications, with a year of goal-setting, guidance, and portfolio building. Students will plan, implement, and present visual communications in a wide range of media”.
(www.conestogac.on.ca)
3. **Algonquin College – Design Studies – Ottawa.** “This one-year Ontario College Certificate program is intended for students who are interested in exploring a career in design through the preparation of a competitive portfolio. Students develop their creative design and drawing skills allowing them to pursue more advanced studies in related programs including but not limited to Graphic Design, Interior Decorating, Bachelor of Applied Arts (BBA) - Interior Design, Advertising, Architectural Technician/Technology and Museum Studies”.
(www.algonquincollege.com)

The Fanshawe College Design Foundations program is current, relevant and strongly aligned with the growing Design industry. Professors and administrators have developed the program by drawing on the experience and best practices from each School of Design program. The external advisory panel, which was made up of representatives from the various design disciplines along with local high school educators, has endorsed the proposed program. High school educators, in particular, see a need for a program like Design Foundations to give creative students an introduction to the skills and career opportunities in Design. Students in this program will be exposed to all the design related disciplines, learn the basic skills that are the core of the eight design related career programs and earn a credential. Courses in the program offer options in the second semester to gain insight into specific design focused career programs in the School of Design. None of the other three colleges offering Design Foundations programs include exposure to Fashion Design, Fashion Merchandising, GIS and Urban Design, Landscape Design, Horticulture, or Theatre Arts.

4.2 Key Performance Indicators (KPIs)

Please complete this table with the three most recent years of published data* for similar programs at your college only (minimum one, maximum three). Similar programs may include programs at the same or different credential levels, and transfer opportunities. Please add additional rows as needed.

Program		Academic Year Of Graduation	2011-2012	2012-2013	2013-2014
MTCU Title	MTCU Code				
Graphic Design	61820	Graduate Count	78	62	90
		Employment Rate**	91	78	83
		Employment Rate in a Related Field***	58	57	55

Program		Academic Year Of Graduation	2011-2012	2012-2013	2013-2014
MTCU Title	MTCU Code				
General Arts and Science	54701	Graduate Count	53	52	65
		Employment Rate**	83	80	86
		Employment Rate in a Related Field***	0	20	43

Program		Academic Year Of Graduation	2011-2012	2012-2013	2013-2014
MTCU Title	MTCU Code				
Fine Art Foundation	41800	Graduate Count	38	32	37
		Employment Rate**	67	100	100
		Employment Rate in a Related Field***	0	25	50

*KPIs are to be calculated in accordance with the methods prescribed by MTCU. KPIs are based on graduates of MTCU approved full-time postsecondary programs whose funding status is shown in the graduate record layout as MTCU operating grant, Co-op Diploma Apprenticeship or Second Career, and who were surveyed by telephone.

** Employment Rate = (number of survey respondents employed Full-time or part-time, related or unrelated) / (number of survey respondents in labour force)

*** Employment Rate in a Related Field = (number of survey respondents employed Full-time or part-time, related) / (number of survey respondents in labour force)

Student Demand

External creative high school students who may not be ready for a specific 2-3 year design program would find this preparatory program beneficial. This program helps achieve the College's enrolment growth strategy by attracting students who may otherwise go to Conestoga, Humber or Algonquin's Design Foundation program. Internal students who are not successful in the first semester of a School of Design career program can start the Design Foundations program in January and graduate with a certificate in August. These students then have options such as rejoining their original career program or starting level 1 of a new career program, or possibly, depending on earned credits, entering the second year of the General Arts and Science certificate program.

Strategic benefits that this program will provide:

- Student number growth
- Create students that are better prepared to make a career program choice
- Community support from the industry and high schools

Labour Demand

Graphic Design

Graphic designers conceptualize and produce graphic art and visual materials to effectively communicate information for publications, advertising, films, packaging, posters, signs and interactive media such as web sites and CD-ROMs. Graphic designers who are also supervisors, project managers or consultants are included in this unit group. Illustrators conceptualize and create illustrations to represent information through images.

Over the last few years, the number of graphic designers and illustrators has grown sharply. Although their numbers increased in almost all the industries in which they work, growth was the strongest in graphic design services and in computer systems design. Considering the trends in the industries in which they work, the number of graphic designers and illustrators is expected to increase significantly over the next few years, but at a slower rate than in the past. Job openings will primarily result from employment increase. Because there are few graphic designers and illustrators over the age of 55 (4% compared with 15% for all occupations, according to 2006 census data), there will be proportionately less retirements than in other occupations. Experienced graphic designers may progress to positions as artistic directors and advertising directors. Experience can also help to create a designer's own business.

http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/5241.shtml

Fine Art Foundation

This unit group also includes workers who classify and catalogue museum and gallery artifacts, construct and install exhibits and displays, restore, maintain and store museum and gallery collections, frame artwork, and perform other functions in support of curatorial and conservation activities.

A number of jobs will be available for graduates of college and university programs in the visual arts, plastic arts, visual design, painting, sculpture or in another field related to the fine arts. Few jobs will be

filled by experienced painters, sculptors and other visual artists, who do not have a very high unemployment rate, which is normal in an occupation that consists primarily of self-employed workers. However, many people in this occupation attempt to make it a career while they also hold jobs in other occupations. In 2006, the percentage of immigrants in this occupation was significantly higher than in all occupations (20% compared with 12%). Finally, some jobs will be filled by self-taught candidates who may have taken private training that does not necessarily lead to a recognized diploma. An indication of this phenomenon is that barely 40% of the people in this occupation held a post-secondary degree in the visual and performing arts (including the plastic and visual arts) in 2006, according to census data. Many graduates of art programming move into careers in education or bring their talents to other creative industries like graphic design.

http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/5136.shtml

How many other colleges within your region are approved for funding to offer programs in this same MTCU code?

Conestoga is the only college in the Western region who offers a foundational program in Design. OCAS application numbers suggest that Fanshawe can sustain its own applicants and program.

Conestoga Summary

The Conestoga program does not draw significant applications or confirmations from Fanshawe's catchment.

Design = 13 aps (2013) 8 aps (2014) 3 confirms (2013) and 1 confirm (2014)

For design foundations Conestoga gets a decent amount of applications 162 in 2013 and 148 in 2014 with 72 confirmations in 2013 and 69 in 2014, of that number 110 (2013) and 114 (2014) of those aps were from their own catchment and 57 (2013) and 59 (2014) of those confirms were from their catchment.

4.3 Partnerships Supporting New Program

The delivery of the Design Foundations program enables expanded partnerships internally and externally.

Internally, the cross disciplinary nature of the program encourages faculty to work together to integrate more than one design discipline into curriculum. For example, lecture content or projects about colour theory would involve input from multiple design disciplines to incorporate how colour theory is relevant in their particular area of design.

The delivery of the Design Foundations program also enables increased external partnerships as evidenced by the fact we have already been approached by members of the external advisory committee to offer their services by staying on the program advisory committee, coming in as a guest speaker or potentially teaching a course.

Additionally, the delivery of the Design Foundation program enables faculty to reach out to other individuals and companies in the community that were not involved in the external program committee

to ask for their involvement in a variety of ways such as having their business be the site for a field trip, or having individuals come in as a guest speaker or potentially teaching a course or workshop.

4.4 Pathways to and from Proposed Program and Programs

The Fanshawe College Design Foundations program was constructed as a laddering and retention driver. Students can begin with a one year certificate and then move on to a diploma or degree program (pending entrance criteria). In 2010 HOMAD – Heads of Media, Art, and Design participated in a Pathways project mapping Art and Design Foundations and Fundamentals programs in the province with the intent of recognizing cross Ontario transfer of graduates to Design diploma programs (with entrance criteria met). As a foundation program, Fanshawe's Design Foundations is part of a laddering process already endorsed by other colleges through HOMAD. A one-year certificate can lead to a choice of a career diploma program from which a graduate could then articulate to an advanced diploma or degree program or move to a post graduate program

Fanshawe College has 14 comprehensive Design offerings delivered to approximately 2000 students annually, and the Design Foundations program will help feed these programs with a better prepared student.

The Design Foundations program is also a pathway for retaining current students who are unsuccessful in their fall semester of a School of Design career program. They can join the Design Foundations level 1 in the winter semester and then, if successful, return to level 3 of their previous career program in the fall semester, or select a new career program and start in level 1 in the fall.

4.5 How will this program help support the College's enrolment growth strategy?

The Design Foundations program will serve as an opportunity for Fanshawe College to increase enrollment. It will enable local high school graduates who are looking for a foundation program in Design to study locally rather than, as they currently have to do, travel to Kitchener, Ottawa, or the GTA.

Other areas of growth and enrollment opportunities are via international applications. International students may wish to take a design foundation year in order to explore programs in Design while also developing basic language skills before moving into a design career program

Support for this program comes from both the internal advisory committee, inclusive of the various career programs within the School of Design, and external advisory commit members, made up of industry professionals and high school educators. The high school educators expressed interest in Dual Credit courses which would support a great opportunity to partner with the high schools and to promote the Design Foundations program.

5.0 Demand for Program

5.1 Student Demand

The primary persona group for the Design Foundations program is direct entry students. The high school educators on the external advisory panel confirmed that many students are uncertain about the best career and program choices for their interests and skills. These students frequently chose to stay on taking more courses for another year after completing grade 12 in a so called 'victory lap' while they decide what they want to do next. With the ministry decision not to fund 'victory lap' courses, the Design Foundation program provides an appropriate pathway for students to move on from grade 12 and explore design career options for a year before decided which career program they are best suited for.

Non-direct and international students are expected to enroll in the Design Foundations program as well.

The non-direct students would most likely be those who went into the workforce right after high school and later decided to return to college to explore their options as well as those students who enrolled in other post-secondary programs and discovered they were unsuited for the program.

International students are also potential applicants for the foundation program for similar reasons to direct and non-direct in that they want to explore the Design field options before committing to a career program. Also, during the foundation year they can solidify their language skills and also get the WRIT and COMM courses completed so that they would have fewer courses they need to focus on during first year of the career program.

5.2 Labour Market Demand

The Design Foundation program is not intended to be a direct pathway to employment but rather it is structured as a pathway into a career program in the field of Design. The labour market demand is strong regardless of which design career program the student decides to enroll in.

The 2011-2012 KPI results for programs in the School of Design show that of 108 graduates surveyed 85.2 % were employed full time. Of the 19 employers surveyed 89.5 % were satisfied with the education and job preparedness of the graduates they hired, and 10.5% were neither satisfied nor dissatisfied. Similarly, the employment rate for graduates in 2010-2011 was 84 % and 96.3% of 27 employers surveyed were satisfied with the School of Design graduates they hired.

Design and the related creative industries are areas of growth in Ontario particularly as manufacturing has been declining. Design is part of the culture sector which is a category used in labour market studies. Between 2000 and 2013 Ontario's manufacturing sector lost 290,000 jobs while jobs in the information and culture sector grew by 40,000. (K. Tiessen. 2014 Seismic Shift – Ontario's Changing Labour Market. www.policyalternatives.ca). "Over the last fifteen years the design workforce grew at a rate of 3.9% per year, almost four times the rate of the overall workforce" (Vinodrai, T, 2009, The Place of Design, p. iii).

The Florida/Martin 2012 report to then premier Dalton McGinty on innovation and strengthening post second education indicated that culture accounts for 30% of Ontario jobs and that a goal for the province should be 50% of jobs by 2030. (Strengthening Ontario's Centres of Creativity, Innovation and

Knowledge, 2012). London's Creative City Task Force and Cultural Prosperity plan (2013) shows that culture related industries are prevalent in the city and region, and are likely to grow in future.

As indicated in the attached letters of support, the Program Advisory Committee and individual design related employers in London support the program and describe the Design Foundations curriculum as enabling students to move into a career related design program that will provide them with the set of skills that design employers are looking for.

6.0 Feasibility of Program

6.1 Multi-Year Enrolment Projections (headcount)

	2016/17	2017/18	2018/19	2019/20	Ongoing
Year One	92 F=40 W= (32-L2, 20-L1)	108 S=16 (L2) F=40 (L1) W=32L2 & 20L1	108 S=16 (L2) F=40 (L1) W=32L2 & 20L1	108 S=16 (L2) F=40 (L1) W=32L2 & 20L1	108 S=16 (L2) F=40 (L1) W=32L2 & 20L1
Year Two					
Year Three					
Year Four					
Number of Graduates	28	40	40	40	40
Total Enrolment	92	108	108	108	108

6.2 Human Resources

One new full time faculty member is expected to be hired. The Strategy and Planning costing projection includes one FT hire for start-up and the additional stipend cost for a coordinator position.

No other changes would need to be made to current staffing arrangements in order to implement the Design Foundations program. We currently have extensive expertise among our FT and NFT faculty in each of the design areas included in the new curriculum.

The students in the Design Foundation program would draw on the same student support services that are used by the School of Design students. This would include support from the School of Design SSA as well as Accessibility Services, Peer Mentoring, the library resources and similar other existing student support services. The number of students enrolled in the Design Foundation program who choose to take advantage of these services would not be anticipated to have a noticeable impact on the services areas.

6.3 Ministry Funding



See *Appendix F: Program Delivery Information (PDI) Form to Calculate Program Funding Parameters.*

6.4 Tuition Fees

Approved Postsecondary (APS) Program MTCU Table

- **Wt** - Program Weight for funding purposes: 1.10
- **FU** - Program Funding Units for funding purposes: 1.10
- Proposed annual tuition fee: \$2,766.32
- Fees: Regular Yes
- What tuition and ancillary fees are being charged by other colleges for similar programs?
Algonquin – Design Studies - \$2,687.78 (base)
Humber – Design Foundations - \$3,769.56 (includes ancillary fees)
Conestoga – Design Foundations - \$3,843.12 (includes ancillary fees)

6.5 Program Resources

No additional capital requirements would be needed to launch the Design Foundations program. The School of Design currently has the studios, classrooms, and labs equipped with the necessary equipment and supplies to deliver the curriculum.

a) **Space requirements**



See *Appendix G: Detailed Course Delivery*

No additional spaces are needed in order to start the Design Foundations program. The current studios, classrooms and labs can be used without needing any renovations. The new program will be delivered in existing 30-35 seat classrooms, studios and labs.

A new workstation would be required for the new FT faculty hire for the 2nd year of the program

b) **Computing requirements**

The computing requirements would be PC based, with permanent hardwire connectivity, and local hard drive data storage. These computer requirements are in our existing labs so no additions would be needed.

The software requirements include: Office Professional Plus, Silverlight, SketchUp, AutoCAD, and Adobe Creative Suite, which all are in the existing computer labs. The licensing fees are already being paid for and would not change with the addition of the students in the new program.

The specific labs with the hardware and software requirements that would be used for the delivery of the Design Foundations Program are H2020, H2015, H2005. These labs are currently used for delivery of School of Design programs but there is room for the addition of the new courses in the Design Foundations program.

There are no new requirements needed for e-learning, FOL requirements, or IT staff support

c) **Learning Resources**

The programs in the School of Design are currently well supported with learning resources in the Library. The collection of texts and periodicals covering the range of design programs are extensive and up to date.

In addition the Library's subject guides for design programs that already have been prepared are ideally suited to the needs of students in a foundation program who are exploring various choices in the field of design.

d) **Marketing Plan** - Outline marketing strategies that will assist in reaching the appropriate student populations for this program.

The key marketing strategy is to interact with high school guidance counselors to ensure they are aware of the Design Foundations program and understand its benefits and pathways for the students. We will work with the Marketing department and our own connections already established with the School of Design and regional high school guidance counsellors in order to promote progression for direct entries into the Design Foundations program.

The School of Design has connections with regional design companies and entrepreneurs who already support the programs with scholarships and awards and who also promote our design career programs as pathways into careers in their industries. We will engage with these companies and individuals to promote the Design Foundations program as an entry point to discovering the appropriate design career.

6.6 Budget for Program - (multi-year)



See **Appendix H: Multi-Year Budget Projections with Net Present Value (NPV)**.

The School of Design and FAMD- Faculty of Arts, Media, and Design are supportive of the Design Foundations program moving forward:

1. All other colleges in the same size category and larger colleges have Foundation programs (Algonquin, Niagara, Sheridan, Humber, Conestoga, Seneca, etc)
2. Budget for additional space or staff is not required although it is recommended a new FT faculty be hired in the second year of the program.
3. Financial predictions for program show viability

6.7 Alternative Sources of Funding

This program does not align with alternative sources of funding as it is an entry level program. However, as indicated previously it does support additional benefits for Dual Credits, and High Skills Majors



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

**ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE
APPLICATION FOR PROGRAM VALIDATION**

This proposal will be sent to MTCU for Approval for Funding ☒ Yes ☐ No

1. College: Fanshawe College
2. College contact person responsible for this proposal: Name: Steve Torrens Title: Curriculum Consultant Telephone: 519 452-4430 EXT4611 Electronic mail: storrens@fanshawec.ca
3. Proposed Program Title: Design Foundations
4. Proposed Credential: (please indicate below) Local Board Approved Certificate <input type="checkbox"/> Ontario College Certificate <input checked="" type="checkbox"/> Yes Ontario College Diploma <input type="checkbox"/> Ontario College Advanced Diploma <input type="checkbox"/> Ontario College Graduate Certificate <input type="checkbox"/>
5. Proposed Program Outcomes: Please complete and attach the two Program Maps (Appendix A - Form 1 and Form 2)
6. Proposed Program Description: Please complete and attach the Program Description Form (Appendix B)
7. Proposed Program Curriculum: Please complete and attach the Program Curriculum Form (Appendix C)
8. Proposed Program Certification/Accreditation: Please complete and attach the Regulatory Status Form (Appendix D)
9. Date of Submission:
10. Date of CVS Response:
11. Validation Decision: <input type="checkbox"/> Proposal Validated (APS Number:) <input type="checkbox"/> Proposal not Validated. Reason: <hr/>
Signed on behalf of CVS:

Send the completed form and required appendices to: klassen@ocqas.org. For detailed information on how to complete the Application for Program Validation, please refer to the Application Instructions document. For any additional information contact: The Ontario College Quality Assurance Service, 20 Bay Street, Suite 1600, Toronto, ON M5J 2N8; or by telephone at (647) 258-7682

**ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE**

(Design Foundations 41800)

APPENDIX A - PROGRAM MAPS

Form 1 - Vocational Program Outcomes

PROVINCIAL PROGRAM STANDARD VOCATIONAL LEARNING OUTCOMES / PROVINCIAL PROGRAM DESCRIPTION OUTCOMES	PROPOSED PROGRAM VOCATIONAL LEARNING OUTCOMES	PROPOSED PROGRAM CURRICULUM (COURSE NAME & NUMBER) ADDRESSING THE OUTCOME (From Appendix C)
1. Create two and three-dimensional designs using a wide range of materials, processes and techniques	1. Create two and three-dimensional designs using a wide range of materials, processes, techniques and relevant computer technologies.	COMPXXXX Computer Basics for Design ARTSXXXX Drawing Basics DESGXXXX Colour & Design Studio GRAF-1040 Creative Concepts COMP2XXX Computer Technology for Design ARTS2XXX Analytical Drawing DESG2XXX 2D and 3D Design Studio ARTS3XXX Presentation & Portfolio Development
2. Use the design process to develop and solve visual problems using various strategies for idea generation.	2 Use the design process to develop and solve visual problems using various strategies for idea generation.	DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts DESG2XXX 2D and 3D Design Studio HISTXXXX History of Design Survey ARTS3XXX Presentation & Portfolio Development
3. Apply the formal elements and principals of design.	3 Apply the formal elements and principles of design	ARTSXXXX Drawing Basics DESGXXXX Colour & Design Studio GRAF-1040 Creative Concepts ARTS2XXX Analytical Drawing DESG2XXX 2D and 3D Design Studio ARTS3XXX Presentation & Portfolio Development

4. Utilize a variety of presentation skills across a wide range of media appropriate to portfolios, public and private venues.	4 Utilize a variety of presentation skills across a wide range of media appropriate to portfolios, public and private venues.	COMPXXXX Computer Basics for Design DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies COMP2XXX Computer Technology for Design DESG2XXX 2D and 3D Design Studio ARTS3XXX Presentation & Portfolio Development COMM-3023 Comm. for Designers, Planners, Techs
5. Develop skills in portfolio presentation in a variety of media through studio-based projects.	5 Develop skills in portfolio presentation in a variety of media through studio based projects.	DESGXXXX Colour & Design Studio GRAF-1040 Creative Concepts STXXXX History of Design Survey ARTS3XXX Presentation & Portfolio Development
6. Articulate art concepts, history and the role of art in society to the general public.	6 Articulate art and design concepts, history and the role of art and design in society to the general public.	DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts DESG2XXX 2D and 3D Design Studio HISTXXXX History of Design Survey
	7 Create original design solutions through the use of creative problem solving, idea mapping and research, which support the design project within given parameters.	ARTSXXXX Drawing Basics DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts COMP2XXX Computer Technology for Design ARTS2XXX Analytical Drawing DESG2XXX 2D and 3D Design Studio ARTS3XXX Presentation & Portfolio Development

**ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE**

(Design Foundations 41800)

APPENDIX A - PROGRAM MAPS

Form 2 - Essential Employability Skills Outcomes

SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	PROPOSED CURRICULUM (COURSE NAME & NUMBER) ADDRESSING THE OUTCOMES (From Appendix C)
COMMUNICATION	Reading Writing Speaking Listening Presenting Visual Literacy	Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience	COMPXXXX Computer Basics for Design DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts 1 COMP2XXX Computer Technology for Design DESG2XXX 2D and 3D Design Studio HISTXXXX History of Design Survey ARTS3XXX Presentation & Portfolio Development WRIT-1036 Reason & Writing 1-Art & Design COMM-3023 Comm. for Designers, Planners, Techs
		Respond to written, spoken, or visual messages in a manner that ensures effective communication	COMPXXXX Computer Basics for Design ARTSXXXX Drawing Basics DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts 1 COMP2XXX Computer Technology for Design ARTS2XXX Analytical Drawing DESG2XXX 2D and 3D Design Studio HISTXXXX History of Design ARTS3XXX Presentation & Portfolio Development WRIT-1036 Reason & Writing 1-Art & Design COMM-3023 Comm. for Designers, Planners, Techs

SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	PROPOSED CURRICULUM (COURSE NAME & NUMBER) ADDRESSING THE OUTCOMES (From Appendix C)
NUMERACY	Understanding and applying mathematical concepts and reasoning Analysing and using numerical data Conceptualizing	Execute mathematical operations accurately	EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts 1 COMP2XXX Computer Technology for Design ARTS2XXX Analytical Drawing DESG2XXX 2D and 3D Design Studio
CRITICAL THINKING & PROBLEM SOLVING	Analysing Synthesizing Evaluating Decision-making	Apply a systematic approach to solve problems	COMPXXXX Computer Basics for Design ARTSXXXX Drawing Basics DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts 1 COMP2XXX Computer Technology for Design ARTS2XXX Analytical Drawing DESG2XXX 2D and 3D Design Studio ARTS3XXX Presentation & Portfolio Development WRIT-1036 Reason & Writing 1-Art & Design COMM-3023 Comm. for Designers, Planners, Techs
	Creative and innovative thinking	Use a variety of thinking skills to anticipate and solve problems	COMPXXXX Computer Basics for Design ARTSXXXX Drawing Basics DESGXXXX Colour & Design Studio GRAF-1040 Creative Concepts 1 COMP2XXX Computer Technology for Design ARTS2XXX Analytical Drawing DESG2XXX 2D and 3D Design Studio ARTS3XXX Presentation & Portfolio Development WRIT-1036 Reason & Writing 1-Art & Design COMM-3023 Comm. for Designers, Planners, Techs

SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	PROPOSED CURRICULUM (COURSE NAME & NUMBER) ADDRESSING THE OUTCOMES (From Appendix C)
INFORMATION MANAGEMENT	Gathering and managing information Selecting and using appropriate tools and technology for a task or a project Computer literacy Internet skills	Locate, select, organize, and document information using appropriate technology and information systems	COMPXXXX Computer Basics for Design DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies COMP2XXX Computer Technology for Design DESG2XXX 2D and 3D Design Studio HISTXXXX History of Design Survey ARTS3XXX Presentation & Portfolio Development WRIT-1036 Reason & Writing 1-Art & Design COMM-3023 Comm. for Designers, Planners, Techs
		Analyse, evaluate, and apply relevant information from a variety of sources	DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts DESG2XXX 2D and 3D Design Studio HISTXXXX History of Design Survey WRIT-1036 Reason & Writing 1-Art & Design COMM-3023 Comm. for Designers, Planners, Techs
INTERPERSONAL	Team work Relationship management Conflict resolution Leadership Networking	Show respect for the diverse opinions, values, belief systems, and contributions of others	DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts DESG2XXX 2D and 3D Design Studio HISTXXXX History of Design Survey ARTS3XXX Presentation & Portfolio Development
		Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals	DESGXXXX Colour & Design Studio EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts DESG2XXX 2D and 3D Design Studio HISTXXXX History of Design Survey ARTS3XXX Presentation & Portfolio Development

SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	PROPOSED CURRICULUM (COURSE NAME & NUMBER) ADDRESSING THE OUTCOMES (From Appendix C)
			WRIT-1036 Reason & Writing 1-Art & Design COMM-3023 Comm. for Designers, Planners, Techs
PERSONAL	Managing self Managing change and being flexible and adaptable	Manage the use of time and other resources to complete projects	COMPXXXX Computer Basics for Design ARTSXXXX Drawing Basics DESGXXXX Colour & Design Studio 1 EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts COMP2XXX Computer Technology for Design ARTS2XXX Analytical Drawing DESG2XXX 2D and 3D Design Studio HISTXXXX History of Design Survey ARTS3XXX Presentation & Portfolio Development WRIT-1036 Reason & Writing 1-Art & Design COMM-3023 Comm. for Designers, Planners, Techs
	Engaging in reflective practices Demonstrating personal responsibility	Take responsibility for one's own actions, decisions, and consequences	COMPXXXX Computer Basics for Design ARTSXXXX Drawing Basics Colour & Design Studio 1 EDUCXXXX Design Pathways & Success Strategies GRAF-1040 Creative Concepts COMP2XXX Computer Technology for Design ARTS2XXX Analytical Drawing DESG2XXX 2D and 3D Design Studio HISTXXXX History of Design Survey ARTS3XXX Presentation & Portfolio Development WRIT-1036 Reason & Writing 1-Art & Design COMM-3023 Comm. for Designers, Planners, Techs

Appendix A – Form 3

APPENDIX A – Form 3 Program Outcomes – Curriculum Map															
PROGRAM MAPPING- Design Foundations		LEVEL ONE						LEVEL TWO							
PROGRAM VOCATIONAL LEARNING OUTCOMES		Computer Basics for Design	Drawing Basics 1	Colour & Design Studio 1	Design Pathways & Success Strategies	Creative Concepts 1	Reason & Writing 1-Art & Design		Computer Technology for Design 2	Analytical Drawing 2	2D and 3D Design Studio 2	History of Design Survey	Presentation & Portfolio Development	Comm. for Designers, Planners, Techs	# OF COURSES EVALUATING THE OUTCOME
1 - Introductory															
2 - Intermediate															
3 - Advanced															
The graduate has reliably demonstrated the ability to: (Source: MTCU Code > 41800)															
1. Create two and three-dimensional designs using a wide range of materials, processes, techniques and relevant computer technologies.	1	1	1		1			1	1	1		1			8
2. Use the design process to develop and solve visual problems using various strategies for idea generation.			1	1	1					1	1	1			6
3. Apply the formal elements and principles of design.		1	1		1				1	1		1			6
4. Utilize a variety of presentation skills across a wide range of media appropriate to portfolios, public and private venues.	1		1	1				1		1		1	1		7
5. Develop skills in portfolio presentation in a variety of media through studio based projects.			1		1					1	1				4
6. Articulate art and design concepts, history and the role of art and design in society to the general public.			1	1	1					1	1				5
7. Create original design solutions through the use of creative problem solving, idea mapping and research which supports the design project within given parameters.		1	1	1	1			1	1	1		1			8
															0
TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE	2	3	7	4	6	0		3	3	7	3	5	1		
GM = General Education (mandatory) G = General Education (elective)															
NB - Only indicate the outcomes that are Taught & Evaluated (TE or TRE) in a course															
PROGRAM COORDINATOR: Leigh-Ann Waller		Additional Comments:													
ACADEMIC CHAIR: Teresa Richman															
Date Completed: August 25, 2014															

APPENDIX A – Form 3 Program Outcomes – Curriculum Map

PROGRAM MAPPING - Design Foundation																
	LEVEL ONE								LEVEL TWO							
PROGRAM ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES	Computer Basics for Design 1	Drawing Basics 1	Colour & Design Studio 1	Design Pathways & Success Strategies	Creative Concepts 1	Reason & Writing 1-Art & Design		Computer Technology for Design 2	Analytical Drawing 2	2D and 3D Design Studio 2	History of Design Survey	Presentation & Portfolio Development	Comm. for Designers, Technicians, Planners	# OF COURSES SUPPORTING THE OUTCOME		
4 = R 5 = RE 6 = TE 7 = TRE																
T = Taught R = Reinforced E = Evaluated																
The graduate has reliably demonstrated the ability to: (Source: MTCU Code > 41903)																
1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.	6		6	6	6	6				6	6	6	6	9		
2. respond to written, spoken, or visual messages in a manner that ensures effective communication.	6	6	6	6	6	6		6	6	6	6	6	6	12		
3. execute mathematical operations accurately.				6	6			6	6	6				5		
4. apply a systematic approach to solve problems.	6	6	6	6	6	6		6	6	6		6	6	11		
5. use a variety of thinking skills to anticipate and solve problems.	6	6	6		6	6		6	6	6		6	6	10		
6. locate, select, organize, and document information using appropriate technology and information systems.	6		6	6		6		6		6	6	6	6	9		
7. analyze, evaluate, and apply relevant information from a variety of sources.			6	6	6	6				6	6		6	7		
8. show respect for the diverse opinions, values, belief systems, and contributions of others.			6	6	6					6	6	6		6		
9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.			6	6	6	6				6	6	6	6	8		
10. manage the use of time and other resources to complete projects.	6	6	6	6	6	6		6	6	6	6	6	6	12		
11. take responsibility for one's own actions, decisions, and consequences.	6	6	6	6	6	6		6	6	6	6	6	6	12		
TOTAL # OF OUTCOMES SUPPORTED BY EACH COURSE	7	5	10	10	10	9		7	6	11	8	9	9			
PROGRAM COORDINATOR: Leigh-Ann Waller		Additional Comments:														
ACADEMIC CHAIR: Teresa Richman																
Date Completed: Sept 8, 2014																

ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY

CREDENTIALS VALIDATION SERVICE

Art Fundamentals MTCU 41800

DESIGN FOUNDATIONS CERTIFICATE PROGRAM

APPENDIX B – PROGRAM DESCRIPTION

The Foundations Certificate program is for students who are interested in exploring a career in design. This foundation year introduces students to the fundamentals of 2D and 3D design principles, drawing and colour theory, idea development, research, presentation skills, portfolio development, design technologies, and communication skills.

Students experience a year of goal-setting, learning new skills and refining existing skills with the guidance from industry experts through a variety of hands-on projects. Graduates can use their portfolio and refined skills to move towards a career or pursue further studies in, Interior Decorating, Fashion Design, Fashion Merchandising, Graphic Design, GIS and Urban Planning, Landscape Design, Horticulture Technician and Theatre Arts-Technical Production.

VOCATIONAL PROGRAM LEARNING OUTCOMES:

The successful completion of this program will enable the graduate to:

1. Create two and three-dimensional designs using a wide range of materials, processes, techniques and relevant computer technologies.
2. Use the design process to develop and solve visual problems using various strategies for idea generation.
3. Apply the formal elements and principles of design.
4. Utilize a variety of presentation skills across a wide range of media appropriate to portfolios, public and private venues.
5. Develop skills in portfolio presentation in a variety of media through studio-based projects.
6. Articulate art and design concepts, history and the role of art and design in society to the general public.
7. Create original design solutions through the use of creative problem solving, idea mapping and research that support the design project within given parameters.

ADMISSION REQUIREMENTS

OSSD with courses from the College (C), University (U), University/College (U/C), or Open (O) stream or Academic and Career Entrance Certificate (ACE) or Ontario High School Equivalency Certificate (GED) or Mature Applicant with appropriate preparation.

ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE
 (Design Foundation)
APPENDIX C - PROGRAM CURRICULUM

Semester	Course Code*	Course Title (and brief course description)
1	COMPXXXX	Computer Basics for Design In this course, students advance their computer skills by producing multi-page documents, creating spreadsheets and presentations with Microsoft Office software. Students will be introduced to principles of digital photography, digital image editing, modification and enhancement.
1	ARTSXXXX	Drawing Basics This course is an introduction to drawing as it relates to applied design. Students will learn basic objective and subjective sketching techniques using various media to depict a variety of subjects. Formal concepts such as line, texture, value, gesture, movement and perspective will be explored and used to broaden the capacity to draw from observation, memory, and imagination.
1	DESGXXXX	Colour & Design Studio This is an introductory course to fundamental concepts and elements used in two-dimensional design. Students explore aspects of design including the procedures, principles, and elements of design, and the conceptual thought processes involved in design. Through a series of projects, students will explore colour theory, the combination of colours, the psychology of colour and its importance in industry. Critical evaluation skills will play a key part of individual class discussion and group critiques.
1	EDUCXXXX	Design Pathways & Success Strategies Students are introduced to the many career options in design by examining various design disciplines and how they function within the industry. Pathways will include be explored through the use of guest lectures, industry tours, research, information sessions and hands-on experimentation. Reflection reports are used to uncover the aptitudes and interests of students to assist them in creating an action plan for properly choosing a career in a design related field.
1	GRAF-1040	Creative Concepts 1 This course is designed to develop and explore the innate creativity within the students. This course guides students through explorations of various media in order to reflect upon, and express their unique personality and creativity within their cultural context.

1	WRIT-1036	<p>Reason & Writing 1-Art & Design</p> <p>This course will introduce art and design students to essential principles of reading, writing, and reasoning at the postsecondary level. Students will identify, summarize, analyze, and evaluate multiple short readings and write persuasive response essays to develop their vocabulary, comprehension, grammar, and critical thinking. This course will also introduce students to selected topics and concepts in art and design.</p>
2	COMPXXXX	<p>Computer Technology for Design</p> <p>This course is a continuation of Computer Basics for Design 1. In this course students learn how to apply design principles in a digital environment using design related graphics software as well as an introduction to 3D modeling software applications.</p>
2	ARTS2XXX	<p>Drawing 2 Analytical Drawing</p> <p>This course is a continuation of Drawing Basics 1. Students learn the fundamentals of composition with an emphasis on rendering forms and objects using shade and shadow, as well as one point and two point perspective. Using freehand drawing and drafting techniques, students will further their skills to better allow them to express creative ideas.</p>
2	DESGXXXX	<p>2D and 3D Design Studio</p> <p>This course is a continuation of <i>Colour & Design Studio 1</i> which further explores design fundamentals, processes and practical applications in both two-dimensional and three-dimensional design. Brainstorming, idea mapping and lateral thinking will assist students in producing concepts that will be applied for studio projects. Research and investigative phases of the creative process, and professional presentation techniques will be emphasized.</p>
2	HISTXXXX	<p>History of Design Survey</p> <p>Students will examine twentieth century art and design from a variety of perspectives including anthropology, sociology, economics, politics, changes in cultural and technology, to enhance their understanding of the factors that have shaped contemporary design. Methodologies will include student research presentations, design projects, discussions and lectures.</p>

2	ARTSXXXX	Presentation & Portfolio Development In this course students learn to prepare and present a professional visual portfolio. Students will think critically about their artwork using rational, critical observation skills, and use analytical selection and judgment skills to develop a portfolio geared to their chosen discipline. Final portfolios are prepared as a showcase of the student's skills which can be used in their future endeavors.
2	COMM-3023	Comm. for Designers, Planners, Techs This course is designed to improve students' writing, reading, and speaking skills for work-related purposes. Emphasis is placed on composing, researching, documenting, evaluating, and editing program-related materials. Students also prepare a résumé and cover letter package, and deliver an oral presentation based on research.

APPENDIX D – Program Delivery Information (PDI) Form

**Calculate Program Funding Parameters
Total Hours Required per Student**

College: Fanshawe College	Program title: Design Foundations
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Indicate the number of hours that a student is required to spend in each instructional setting in each semester or level of this program. All hours in all instructional settings are to be noted.

Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Classroom instruction	300	300	0	0	0	0				600
Laboratory/workshop/fieldwork										
Independent (self-paced) learning										
One-on-one instruction										
Clinical placement										
Field placement/work placement ** <input type="checkbox"/> Mandatory <input type="checkbox"/> Optional										
Co-op work placement ** <input type="checkbox"/> Mandatory <input type="checkbox"/> Optional										
Small group tutorial										
Other (specify)										
TOTAL	300	300	0	0	0	0				600

*Definitions for each instructional setting can be found on pages 5 - 7 or in electronic version place mouse over end note reference beside each setting.

** All hours in all instructional settings are to be noted including optional field or co-op placements.

Classroom instruction: instruction that may be provided in a setting in which individuals do not require access to equipment, except as listed below:

Situations in which microcomputer labs are used for instruction in standard word processing, spreadsheet, and database software packages

“Traditional” classrooms and lecture halls

“Virtual” classrooms used in on-line learning

Situations in which laboratories and workshops may be used for convenience

¹ *Laboratories/workshops/fieldwork: scheduled hours of activities intended to give students hands-on experience; this instructional setting is characterized by:*

Activities in which students are provided with instruction and are directly supervised by college staff.

Settings either inside college facilities (e.g., laboratories, workshops) or outside college facilities (e.g., fieldwork) in which individual students are required to use instructional equipment and/or supplies. These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet, and database software packages or situations in which laboratories and workshops are used for convenience.

¹ *Independent (self-paced) learning: student directed learning in which contact with college staff is limited to situations in which advice or solutions to specific problems is sought.*

¹ *One-on-one instruction: those exceptional situations in which college academic staff can provide instruction to only one student at a time.*

¹ *Clinical placement: scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting; this instructional setting is characterized by:*

Activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program.

Activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

¹ *Field placement/work placement: scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not receive a regular salary or wage from the employer; this instructional setting is characterized by:*

Activities that are an integral component of the curriculum of the program and are necessary for the completion of the program.

Activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:

- Make periodic site visits
- Ensure that assignments given to students and the work being done by students are suitable for the program

- Monitor the students' progress in the field placement activity
- Help address problems encountered by students in the field or work placement activity
- Evaluate students' performance in the field or work placement activity

¹ *Co-operative education work placement: **scheduled hours of activities intended to give students hands-on experience in the workplace and for which students receive a regular salary or wage from the employer; this instructional setting is characterized by:***

A period of time that is normally one-half of and not less than one-third of the time spent in academic study. The work placement does not replace the academic component of the program.

Activities that are not an integral component of the curriculum of the program and are an enhancement to the program.

Activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:

- Evaluate the work placement site
- Make periodic site visits
- Ensure that assignments given to students and the work being done by the students are suitable for the program

¹ *Small group tutorial: **instruction that, for androgogical reasons, must be provided to groups of fewer than 10 students and that may be provided in a setting in which individual students do not require access to equipment except as indicated below:***

Situations in which microcomputer labs are used for the instruction of standard word processing, spreadsheet, and database software packages

Situations in which laboratories and workshops are used for convenience

Appendix F – Program of Instruction

Prog # **Program Name: Design Foundations**
Plan # **Plan Name:**

FOR STUDENTS ADMITTED IN 2014-15 (Reg. Term)

LEVEL 1			2014F			
Crs. No.		Course Name	Credits	Elective	Hours	Material Fee
COMP	XXXX	Computer Basics for Design 1	3		3	
ARTS	XXXX	Drawing Basics 1	3		3	
DESG	XXXX	Colour & Design Studio 1	4		4	
EDUC	XXXX	Design Pathways & Success Strategies	4		4	
GRAF	1040	Creative Concepts 1	3		3	
WRIT	1036	Reason & Writing 1-Art & Design	3		3	
Total Credits:			20		20	

LEVEL 2			2015W			
Crs. No.		Course Name	Credits	Elective	Hours	Material Fee
COMP	XXXX	Computer Technology for Design 2	3		3	
ARTS	XXXX	Drawing 2 – Drafting/perspective/rendering	4		4	
DESG	XXXX	2D and 3D Design Studio 2	4		4	
HIST	XXXX	History of Design Survey	3		3	
ARTS	XXXX	Presentation & Portfolio Development	3		3	
COMM	3023	Comm. for Designers, Planners, Techs	3		3	
Total Credits:			20		20	

Appendix H - Financials

Program Name	Design Foundations												
Program type	College Certificate												
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		Total
Incremental revenues													
Grants:	Notes												
Design Foundations	1	n/a	207,277	243,014	243,014	243,014	243,014	243,014	243,014	243,014	243,014		2,151,388
GAP/GAS offset	5		-85,770	-85,770	-85,770	-85,770	-85,770	-85,770	-85,770	-85,770	-85,770		-771,927
Tuition:													
Design Foundations	2,3,4	138,365	163,073	163,073	163,073	163,073	163,073	163,073	163,073	163,073	163,073		1,606,026
GAP/GAS offset	5	-44,468	-44,468	-44,468	-44,468	-44,468	-44,468	-44,468	-44,468	-44,468	-44,468		-444,683
Other associated revenue		0	0	0	0	0	0	0	0	0	0		0
sub-total		93,897	240,112	275,850	275,850	275,850	275,850	275,850	275,850	275,850	275,850		2,540,805
Incremental expenses													
Indirect salaries:													
Admin/Support staff		0	0	0	0	0	0	0	0	0	0		0
Teaching salaries:													
Full time - number required		1	1	1	1	1	1	1	1	1	1		
- cost @ \$130,389		130,389	130,389	130,389	130,389	130,389	130,389	130,389	130,389	130,389	130,389		1,303,890
Part time - hours per week req'd		40	50	50	50	50	50	50	50	50	50		
- cost @ see below		99,921	124,902	124,902	124,902	124,902	124,902	124,902	124,902	124,902	124,902		1,224,037
GAP/GAS offset	6	-12,118	-12,118	-24,236	-24,236	-24,236	-24,236	-24,236	-24,236	-24,236	-24,236		-218,124
One time costs - facilities		0											0
fitup/equipment		0											0
Other startup		25,000											25,000
Operating expenses		0	0	0	0	0	0	0	0	0	0		0
Capital expenses													0
sub-total		243,192	243,173	231,055	231,055	231,055	231,055	231,055	231,055	231,055	231,055		2,334,803
incremental cash inflows		-149,296	-3,061	44,795	44,795	44,795	44,795	44,795	44,795	44,795	44,795		206,002
CTO%			-1%	16%	16%	16%	16%	16%	16%	16%	16%		
Net present value @ 8%			\$79,835										
Notes:													
1. Grant based on existing Fine Art Foundations program													
2. Tuition based on standard program rates													
3. 95%/5% domestic/international enrolments assumed													
4. Based on lvl 1 enrolment total of 40, level 2 at 32													
5. GAP/GAS offset calculated at 18 students for 2 terms at standard tuition/grant													
6. GAP/GAS offset calculated at \$89.76/hr for 3 sections at 45 hrs/term split between Media/Design Foundations (doubled in year 3)													



Design Foundations Certificate Program
External Advisory Committee Meeting Notes

In Attendance: Helen Pearce, Leigh-Anne Waller, Steve Torrens, Teresa Richman, Sue Glass, Jay McGuffin, Laurie Langford, Ron Koudys, Pamela Smith, Bonnie Brown-Rowcliffe, Jen Lofthouse, Jennifer Minns-Martin, Sean Galloway, Colleen Putnam, Jeff Heene, Jesse Gibb, Siobhan Liabotis, Kristen Blight (recorder)

Welcome, Introduction and Overview

Overview of New Program Development Process

- Roundtable Introductions
- Explanation that program is mid-Stage Gate and that the anticipated start date is September 2015
- Will meet all Ministry criteria regarding essential outcomes
- Comparable programs offered at other Colleges under the names “Art Fundamentals”

Review of Selected Data

Student Demand Analysis

- Aimed primarily at high-school level students unclear about their post-secondary path.
- Would give a general overview of seven Design diploma options upon completion
- Successful student could transfer a portion of their credits into a Design Diploma program.
- Also ideal for students who may have determined they want to pursue a diploma in the creative arts but have not completed the necessary high school requirements to enter directly into the Design diploma programs.

Program Development Overview

- A short presentation on the description of a foundation program, the various programs that can be studied further as a Design diploma program and a brief description of the Essential Employability Skills as outlined by Ministry standards.
- Highlight the credential framework for foundation programs
- Essential Employability Skills Outcomes –
 - Numeracy, communication, problem solving, time management all listed as Essential Employability skills

- Review existing comparable programs – Various other college including Humber, Conestoga and George Brown offer comparable programs called “Art Fundamentals.”

Design Foundations Proposed program

- Program description
 - A basic foundation program to help guide students toward a good Program Fit in the School of Design. Will help students determine the difference between various Design Programs.
 - An opportunity for students to build a portfolio at a College level
- Structure, length, size and delivery methods of the program
 - Delivery method would be mainly in-class. Limited opportunity for hybrid courses

Panel Discussion

1. Do you agree with the proposed program description and learning outcomes?
 - Some discussion arose regarding the need for a math component this program. Metric/Imperial measurements, fractions were listed as a problem area for some students, but very important to careers in the Design field
 - Dual Credits/Specialist and High Skills Majors were raised by the high school experts. Great opportunities to partner with the high schools to promote this program.
 - It was confirmed these would be very broad, introductory courses that would give students a better idea of the Design options and enhance Program Fit. Hopefully will help attrition levels.
 - Some other program suggestions were social media and the professional, teamwork, time management, portfolio building, negotiation and dispute management, basic web design.

2. What basic, essential or foundational skills would be important as an introduction to your design discipline?

Some industry responses were:

- Willingness to experiment
- Self-marketing, entrepreneurship skills, self-branding
- Project management
- Utilizing social media in a professional manner
- Basic web design and word processing skills
- It was also raised by the educational guests that some of these skills would be better suited as part of the Design diploma programs and not in a basic Fundamentals certificate

3. Do the proposed courses align with the skills listed in #2?
 - Research and communication (both listening and written) were listed as a key element. Imperative that students understand the need of clients and goals and understand how to view and review projects continuously.

4. Do you think this program would benefit high school students who are creative but not sure of what program area to go into?
 - No further feedback
5. Do you support this preparatory program as a stepping stone for other Programs?
 - Majority supported the program as a stepping stone
 - Program seen as a compromise on the now-defunct mandatory common first year all design students had to take in the past that was unpopular with students.
6. Do you think we should move forward with this program?
 - Unanimous support to move forward with the program.
 - It was confirmed all classes would be taught in existing classroom and lab space and that seasoned non-full-time and full-time instructors would be used
 - Coordinator visits to high schools to help promote this program was confirmed.

Next Steps

- Discussion on name of the program will continue. Suggestions from the panel included: Design Exploration, Career and Design, Building on Design, Design Elementals. All to be considered.
- Another meeting will be held with this group further down to the path of this program development.

Ideal start-date for the program is September 2015

ART FUNDAMENTALS - MTCU 41800														
The following data includes applications and enrolment for programs with the same MTCU code delivered at other Ontario Colleges:														
	APPLICATIONS					ENROLMENT				ENROLMENT - INTERNATIONAL				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2010	2011	2012	2013	
Cambrian	95	79	84	92	91	20	25	27	30	2	0	0	2	
Centennial	318	233	220	243	202	60	53	58	49	1	5	6	11	
College Boreal	0	0	0	23	12	0	0	12	10	0	0	1	0	
Conestoga	149	101	158	155	150	56	43	76	63	0	1	1	3	
Durham	169	133	144	140	130	57	58	47	54	1	0	0	0	
Fanshawe	259	214	227	225	196	63	73	78	76	1	3	3	1	
Fleming	37	46	34	53	42	11	11	12	14	0	0	0	0	
George Brown	714	626	598	664	594	191	202	186	181	12	11	7	11	
Georgian	236	152	140	164	112	75	61	61	49	2	0	0	0	
Humber	348	261	260	236	240	118	109	109	105	8	4	6	4	
Loyalist	85	68	72	76	57	22	30	26	33	0	0	0	0	
Mohawk	74	134	149	198	193	12	32	37	56	1	0	2	0	
Niagara	0	120	143	120	120	0	34	40	38	0	2	0	1	
Seneca	401	345	357	454	455	107	115	103	133	5	6	2	7	
Sheridan	935	783	860	913	1003	339	322	348	366	21	22	26	30	
	3820	3295	3446	3756	3597	1131	1168	1220	1257	54	54	54	70	
The following data includes incoming applications and enrolment to Fanshawe College by all provincial catchment areas:														
	APPLICATION					ENROLMENT								
	2010	2011	2012	2013	2014	2010	2011	2012	2013					
ALGO	5	1	1	3	7	0	2	0	0					
CAMB	5	1	1	0	1	0	1	0	0					
CANA	0	2	1	1	1	0	0	0	0					
CENT	4	1	0	4	1	0	0	0	1					
CONF	4	5	5	0	3	0	0	0	0					
CONS	26	16	24	22	22	4	4	7	8					
DURH	7	7	4	5	4	0	1	0	0					
FANS	96	92	96	102	92	36	36	44	44					
GBTC	2	0	0	3	2	1	0	1	1					
GEOR	13	9	22	12	6	3	4	6	2					
HUMB	0	2	1	2	1	0	1	0	0					
LAMB	9	6	12	9	12	4	1	5	2					
LOYT	1	0	2	1	1	1	0	1	0					
MOHA	21	11	12	10	9	1	2	1	1					
NIAG	8	6	11	8	4	0	4	1	1					
NORT	3	0	1	2	1	1	0	0	1					
SAUL	1	2	0	1	1	0	0	0	0					
SENE	5	14	6	6	6	0	2	4	1					
SHER	20	14	7	7	7	3	4	2	3					
SLAW	2	3	4	4	3	0	2	0	1					
SSFL	3	2	1	0	2	0	1	1	0					
STCL	21	17	14	21	7	8	7	5	10					
UNKN	1	1	0	1	1	1	1	0	0					
OUTSIDE ONT	2	2	2	1	2	0	0	0	0					
	259	214	227	225	196	63	73	78	76					
The following data includes outgoing applications and enrolment from Fanshawe's catchment area to similar programs delivered across the														
	APPLICATION					ENROLMENT								
	2010	2011	2012	2013	2014	2010	2011	2012	2013					
CAMB	0	1	0	2	0	0	0	0	0					
CENT	5	7	6	3	5	1	1	1	1					
CONS	5	5	8	14	7	2	2	1	3					
DURH	3	4	1	2	3	0	0	0	0					
FANS	96	92	96	102	92	36	36	44	44					
SSFL	2	2	3	2	3	1	1	2	0					
GBTC	8	11	12	7	15	3	3	2	0					
GEOR	4	0	2	3	0	0	0	0	0					
HUMB	7	3	6	4	8	3	3	3	2					
LOYT	0	1	1	1	0	0	0	0	0					
MOHA	1	9	10	4	10	0	4	3	0					
NIAG	0	10	2	5	6	0	0	0	1					
SENE	10	4	8	3	10	2	1	0	0					
SHER	29	37	36	31	36	12	9	10	10					
	170	186	191	183	195	60	60	66	61					

Appendix H Form 1



CONSULTATION REPORT FOR NEW PROGRAMS & MAJOR PROGRAM REVISIONS

Revised: April 8, 2013

Title of Proposed Program:	Design Foundations
Submitted By:	Teresa Richman
MTCU code:	41800

The Academic Program Planning Sub-committee (APPS) has approved the new program idea. The following consultations are required before the full business plan is submitted to APPS (Stage Gate 2).

2. Area: Academic Division - General Studies	Business Plan: 3.02	Not Affected <input type="checkbox"/>
Date of Meeting: September 17, 2014	Participants: Stephen Patterson, Teresa Richman	
Results of Discussion: All understood and supported. Financial discussion pending with Steve Firth on any crossover between GAP1 and this program. We support this investigation fully.		
Issue(s) Unresolved: Financials pending.		

5. Area: Centre for Research and Innovation	Business Plan: 6.04	Not Affected <input type="checkbox"/>
Date of Meeting: September 17, 2014	Participants: Dan Douglas, Teresa Richman	
Results of Discussion: I am fine with the research statement being that this is a foundations program.		
Issue(s) Unresolved:		

7. Area: Co-operative Education (Co-op)	Business Plan: 6.04	Not Affected <input type="checkbox"/>
Date of Meeting: September 18, 2014	Participants: Darlene O'Neill, Teresa Richman	
Results of Discussion: No concerns from Co-operative Education		
Issue(s) Unresolved:		

9. Area: Facilities Management (Space Requirements)	Business Plan: 6.01	Not Affected <input type="checkbox"/>
Date of Meeting: October 1, 2014	Participants: Harry Bakker, Teresa Richman	
Results of Discussion:		
<p>Issue(s) Unresolved: According to documentation received and reviewed, existing classrooms, studios and computer labs will be use, therefore, requiring no new space. This should be confirmed with Timetabling and Scheduling.</p> <p>Documentation also identifies the hiring of additional staffing and the College will be challenged to provider any additional office space necessary beyond existing office space allocation considering the FAMD office is currently at or beyond capacity at this time. While the immediately adjacent classroom could be reassigned for academic office repurposing, such efforts would impose a challenge on Timetabling and Scheduling as it is understood that that classroom is still required in its inventory for scheduling purposes. There is no capital funding currently set aside for such re-adaptation.</p>		

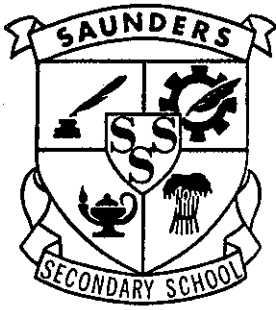
17. Area: Registrar's Office (Admission Requirements)	Business Plan: 3.01	Not Affected <input type="checkbox"/>
Date of Meeting: September 21, 2014	Participants: Scott Walker, Teresa Richman	
Results of Discussion: I don't see any issues from an admissions perspective.		
Issue(s) Unresolved:		

24. Dean's Comments
<p>I fully support this proposal for a Design Foundations program. The program is similar to Foundations programs that are being delivered successfully at most Ontario colleges. The program benefits High School students who are interested in Design but uncertain about which specific career program they should take. The program will help with retention as it supports a better program fit when students make decisions about career programs. The program is also structured to provide alternate pathways for students who are not successful in the first year of a career program in the School of Design.</p> <p>The timing is particularly good for starting this program because with the removal of funding for high school students who take an additional year after grade 12 those students who are undecided about a specific career Design program can explore the alternatives through the Foundations program.</p>

I verify that the above consultations have occurred and that all issues have been resolved, with the exception of those noted above.


(Signature)

Date: January 21, 2015



Saunders Secondary School

941 Viscount Road, London, Ontario N6K 1H5
Telephone: (519) 452-2770 • Fax: (519) 452-2799

Leigh Ann Waller
Fashion Design Co-ordinator
Fanshawe College
1001 Fanshawe College Rm M3010
PO Box 7005, London, On N5Y 5R6

October 10, 2014

Dear Leigh-Ann Waller:

As a Family Studies educator, at the secondary school level, I am writing this letter in support of the proposed Design Foundations Certificate Program at Fanshawe College.

I was on the External Advisory Committee which met on June 11, 2014 to review the proposed program and provide feedback for the further development of the one year program. I see this program as a valuable starting point for students who are creative but are unclear about the specific design program they are suited for. The program as being proposed would allow students to learn basic design skills, build a portfolio and be exposed to the various design disciplines to allow them to make informed decisions for their future goals.

I support the need for the design foundation program as it will foster the creative spirit, teach them the basic design skills and guide students toward a good program fit while earning an Ontario College Certificate.

I look forward to seeing the development of this new program.

Sincerely,

Colleen Putnam OCT

Social Sciences and Humanities
Saunders Secondary School
941 Viscount Road
London, ON N6K 1H5



jcmdesign.
604-400 Sandringham Crescent
London Ontario, N6C 5A8
October 5, 2014

Leigh Ann Waller
Fashion Design Co-ordinator
Fanshawe College
1001 Fanshawe College Rm M3010
PO Box 7005, London, On N5Y 5R6

Dear Leigh-Ann Waller:

As an owner of a small business, I am writing this letter in support of the proposed Design Foundations Certificate Program at Fanshawe College.

I was on the External Advisory Committee, which met on June 11, 2014 to review the proposed program and provide feedback for the further development of the one-year program.

Understanding good design is a critical skill in various design disciplines from designing ergonomic office space, or designing efficient land planning, to designing sustainable clothing. I support the need for the design foundation program as it will foster the creative spirit and give students the fundamental design skills they need to pursue an entry level job or continue their studies in a design related discipline.

Employers, like myself, are in search of creative individuals who have strong, innovative design ideas. I look forward to seeing the development of this new program and would like to continue to be involved.

Sincerely,

Jennifer
519.701.0180
jcmdesign@live.ca



Strathroy District Collegiate Institute

361 SECOND STREET, STRATHROY, ON N7G 4J8
TELEPHONE (519) 245-2680 • FAX (519) 245-5498



October 6, 2014

Leigh Ann Waller
Fashion Design Co-ordinator
Fanshawe College
1001 Fanshawe College Rm M3010
PO Box 7005, London, On N5Y 5R6

Dear Leigh-Ann Waller:

As a high school educator, I am writing this letter in support of the proposed Design Foundations Certificate Program at Fanshawe College.

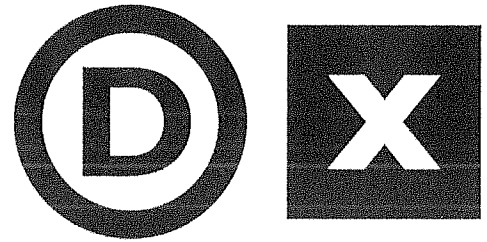
I was on the External Advisory Committee which met on June 11, 2014 to review the proposed program and provide feedback for the further development of the one year program. I see this program as a valuable starting point for students who are creative but are unclear about the specific design program they are suited for. It will benefit these students to learn the basic design skills, build a portfolio and be exposed to the various design disciplines to allow them to make informed decisions for their future goals.

I support the need for the design foundation program as it will foster the creative spirit, teach them the basic design skills and guide students toward a good program fit while earning an Ontario College Certificate.

I look forward to seeing the development of this new program.

Sincerely,

Laurie Langford
Guidance Counsellor/Student Success Teacher
Strathroy District Collegiate Institute
519-245-2680 x208



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CANADA'S DESIGN MUSEUM

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CITY REPRESENTATIVE

LAURIE BELZAK

Leigh Ann Waller
Fashion Design Co-ordinator
Fanshawe College
1001 Fanshawe College Rm M3010
PO Box 7005, London, On N5Y 5R6

October 8, 2014

Dear Leigh-Ann Waller:

As a past graduate in Fashion Design from Fanshawe College, as well as a current Youth Program Coordinator for Education in Design, I am writing this letter in support of the proposed Design Foundations Certificate Program at Fanshawe College.

I was on the External Advisory Committee, which met on June 11, 2014 to review the proposed program and provide feedback for the further development of the one year program. Understanding good design is a critical skill in various design disciplines from designing ergonomic office space, or designing efficient land planning, to designing sustainable clothing. I support the need for the design foundation program as it will foster the creative spirit and give students the fundamental design skills they need to pursue an entry level job or continue their studies in a design related discipline.

Employers, like myself, are in search of creative individuals who have strong, innovative design background. Those with a strong knowledge of design can not only help in developing the type of program material that we teach to young designers ages 6-18, but can also use these acquired skills to help mentor young designers on their own exploration of the possibilities of the design world.

I look forward to seeing the development of this new program.

Sincerely,

Pamela Smith

Coordinator of Youth Programs,

E: pamela@dx.org

P: 416.216.2111

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Leigh Ann Waller
Fashion Design Coordinator
Fanshawe College
1001 Fanshawe College Rm M3010
PO Box 7005, London, On N5Y 5R6

Dear Leigh-Ann Waller:

As an owner of a small business and retired Fanshawe Professor, I am writing this letter in support of the proposed Design Foundations Certificate Program at Fanshawe College.

I attended a meeting of the External Advisory Committee on June 11, 2014 to review the proposed program and provide feedback for its further development.

Understanding good design is a critical skill in many design disciplines; from designing ergonomic office space, designing efficient land planning, or designing sustainable landscapes. I support the need for the design foundation program as it will foster the creative spirit and give students the fundamental design skills they need to pursue an entry level job or continue their studies in a design related discipline.

I look forward to seeing the development of this new program.

Sincerely,

Ron Koudys
B.L.A., M.Ed.,
Q.A.L.A., C.S.L.A., A.S.L.A., C.L.D.